AB294 Online Classroom Pilot Program
Request For Applications

Submission Window Opens
12:00 p.m., February 25, 2004
Applications must be submitted by electronic mail to AB294@cde.ca.gov

California Department of Education
Data Management Division
Education Technology Office
December 2003

Table of Contents

Request For Applications
AB294 Pilot Online Classroom Pilot Program

Program Information

The purpose of this Request for Applications (RFA) is to request applications from school districts to participate in the Online Classroom Pilot Program authorized by Chapter 429, Statutes of 2003 (AB294, Daucher).

The purpose of the Online Classroom Pilot Program is to monitor and evaluate pupil participation in online asynchronous interactive instructional programs conducted over the Internet. The objectives of the AB294 Online Classroom Pilot Program are to demonstrate successful methods for:

1. Providing expanded educational opportunities for pupils attending schools with limited educational offerings.

2. Reaching out to pupils in schools where advanced placement courses are not available.

3. Providing quality educational services for hard-to-staff subject areas in schools where a shortage of teachers makes these classes unavailable.

4. Ensuring that courses provided over the Internet are at least as challenging as courses provided in a traditional educational setting.

5. Ensuring high teacher quality for online classroom purposes.

6. Ensuring pupil-testing integrity for online classroom purposes.

7. Ensuring accountability by verifying the active involvement of all pupils participating in courses provided over the Internet.

8. Evaluating the quality and effectiveness of online course programs.

AB294 does not appropriate additional funds for participation in the Online Classroom Pilot Program. Schools selected to participate in the Online Classroom Pilot Program, and complying with the provisions of AB294, can claim qualifying minutes for the online course for average daily attendance purposes. If a pupil is participating part time in online instruction pursuant to this section, a day of attendance for apportionment purposes is 180 minutes of attendance in traditional in-classroom settings unless the pupil is participating in online instruction pursuant to subdivision (e) of Section 46300.

Only high school courses are eligible for this online classroom program. Program participants may apply for a waiver from the State Board of Education to offer online courses for other grade levels.

Forty (40) eligible schools will be selected to participate in the Online Classroom Pilot Program. No school district may have more than five (5) school sites that operate an online course under Education Code Section 51705. Each participating school site may

provide online courses to a total number of pupils not greater than 15 percent of the total enrollment of the participating school.

Selection Process

To participate in the Online Classroom Pilot Program, eligible applicants (see eligibility criteria) must apply to the California Department of Education (CDE), which shall approve schools on a first-come, first-served basis.

Completing the Application

Applicants must fully complete Appendix A-Title and Certification Page, Appendix B-Narrative, and Appendix C-Eligibility Certification Page.

Appendix A–Title and Certification Page

Enter the information for the sponsoring local education agency. Enter the information for the schools (up to five) that will be participating in the AB294 Online Classroom Pilot Program.

Appendix B -Narrative Page

In five pages or less, describe the proposed AB294 Online Classroom Pilot Program to be implemented. Describe the courses to be offered, technology that will be used, professional development training that will be provided, student and teacher support to be provided, online course policies, the process to track student contacts, accounting procedures to be implemented, technical and personnel support available, and the process to be used to evaluate the program.

Appendix C-Eligibility Certification Page

Check the appropriate status box for each eligibility criteria section (e.g., online courses, teacher selection and preparation, evaluation). By checking the "Criteria addressed" box, the applicant certifies that all the eligibility criteria in the section are met. By checking the box, "Criteria will be met prior to the start of the program", the applicant certifies that one or more of the eligibility criteria are not currently met but will be met by the start of the program.

Applicants must self-certify their eligibility by indicating their readiness for each of the eligibility criteria section in Appendix C and by signing Appendix A. All sections must be checked as "Criteria addressed" or "Criteria will be met prior to the start of the program" to be deemed eligible to participate in the AB294 Online Classroom Pilot Program. Applications will be reviewed by the CDE to establish the eligibility and sequence of the applications received. The self-certifications and the date and time that the application was received by the CDE (email to AB294@cde.ca.gov) will determine the 40 schools to participate in the AB294 Online Classroom Pilot Program.

Submitting the Application

1. Beginning February 25, 2004, 12:00 p.m. (noon)., email Appendices A, B, and C in a single, MS-Word (.doc), Adobe (.pdf) or Rich Text Format (.rtf) file to AB294@cde.ca.gov.

2. By March 3, 2004, the CDE must be in possession of the signed, original Appendix A-Title and Certification Page in the CDE Education Technology Office. Send the signed, original Appendix A to:

> California Department of Education
> Education Technology Office
> 1430 N-Street, 6th Floor
> Sacramento, CA 95814
> Attention: AB294 Online Classroom Pilot Program

Important Dates

o February 25, 2004 - Beginning at 12:00 p.m. (noon), Online Classroom Pilot Program applications can be submitted via email to AB294@cde.ca.gov. Applications will be reviewed in the sequence received, based on the date and time of the receipt of the email.

o March 3, 2004 – The CDE must receive the signed original Appendix A

o March 12, 2004 – The contact person indicated in Attachment A will be notified about the status of the Online Classroom Pilot Program application.

o July 1, 2004, or the beginning of the 2004-2005 school year - The AB294 Online Classroom Pilot Program begins with the 2004-2005 school year.

o July 30 of each year of the program - Participants must submit evaluation reports and data to the CDE (see Assurances Section Item 11 and the Evaluation section in the Eligibility Criteria.

o January 1, 2007 - AB294 Online Classroom Pilot Program sunsets.

o February 1, 2007 – Submit final online course program evaluation to the CDE.

Eligibility Criteria

School districts are eligible to apply. Applicants must self-certify eligibility to participate in the Online Classroom Pilot Program. Applications with all eligibility sections indicated as "met" or "will be met prior to the beginning of the program" will be deemed eligible. Applications representing the first forty (40) eligible schools will be selected to participate. The applicant must certify that the district has addressed, or will address, each of the following eligibility criteria, prior to starting the program

Board Support and Approvals
>   *Criteria*

>>   1. The governing board has approved the applicant's participation in the AB294 Online Classroom Pilot Program. Participation in this Online Classroom Pilot Program requires that the governing board approve the online course(s) offered as part of this program. As part of the approval process, governing boards should consider factors such as the alignment of course design and content, appropriateness of the subject matter for online delivery, instructional strategies and activities, assessment of student achievement, integration of technology to facilitate teaching and learning, measurement of course effectiveness, staff development to train teachers to successfully teach and

      communicate with students online, technical support needed to support online courses, and evaluation of the success of the Online Classroom Pilot Program.

2. If online courses for other than high school courses are to be provided to students as part of this program, documentation of a State Board of Education (SBE) waiver to teach online courses to pupils in grade levels other than high school is required. If appropriate, a SBE waiver must be obtained prior to offering AB294 online courses for other than high school grade levels.

Online Courses
Criteria

1. Online course(s) proposed for intended target student groups are described, course designs are documented, and goals and objectives are aligned with California curriculum frameworks and standards. Online courses are designed to take advantage of the unique applications for online delivery.

2. Instructional and learning goals are clearly defined for students and assignments are clear and understandable to students and site coordinators.

3. Access to learning resources is available and equal to, or superior to, traditionally delivered course materials.

4. The subject matter content shall be the same for the online course as for the traditional in-classroom course.

5. Interactions between teacher and student and among students, including the required type and frequency of the contact, are defined.

Teacher Preparation and Selection
Criteria

1. Teachers have been trained to deliver online content.

2. A process is defined to monitor and verify that the certificated teacher responsible for the online course is online and accessible to the pupil on a daily basis to respond to pupil queries, to assign tasks and to dispense information.

3. Teacher methods that address student feedback, grading and weighting assignments, and private communication with students, when appropriate, are defined and documented.

4. The criteria for selecting online teachers are documented. The criteria must include, but not be limited to the provisions that the teacher concurrently teaches the same course to pupils in a traditional in-classroom setting in the providing school district or did so within the immediately preceding two-year period and the teacher holds the appropriate subject mater credential to teach the online course.

5. The processes and standards by which the online teacher assesses skills are defined.

6. At each participating school site, the ratio of full-time equivalent certificated teachers teaching through online instruction to pupils engaging in that instruction shall be substantially equivalent to the ratio of teachers to pupils in traditional in-classroom study of the same subject matter.

7. Procedures for the evaluation of teachers are developed.

Policies and Procedures for Supporting Online Courses
>   *Criteria*

1. Policies for maintaining the integrity of course tests are documented. A school district of a school site that offers online classroom programs pursuant to this section shall verify that online pupils take examinations by proctor or that other reliable methods are used to ensure test integrity and that there is a clear record of pupil work, using the same method of documentation and assessment as in a traditional in-classroom course.

2. Student selection policies and procedures regarding pupil priority and selection for online courses are defined. A pupil shall not be assigned to an online course, unless the pupil voluntarily elects to participate in the online course. The parent or guardian of the pupil shall provide written consent before the pupil may participate in an online course.

3. Policies and procedures for obtaining informed consent from both the parent and pupil regarding course enrollment are established.

4. Processes for documenting student work in online courses are developed.

5. The process for documenting records to verify the time that pupils taking online courses spend online and related activities is developed. Also, the school district shall also maintain records verifying the time the instructor was online.

6. A marketing plan to reach out to target students and to the community is prepared.

7. A process defining how the online class size will be monitored and limited to the average class size for similar courses in high schools of the school district offering the online classroom program is developed.

8. Provisions for meeting Americans with Disabilities Act (ADA) criteria are defined.

9. Procedures to guarantee security of student work are developed.

10. A policy is developed to address equal access for students to computers, Internet connections, and other resources necessary for taking a course online.

11. Quality control measures are in place to identify effective instructional practices.

12. The training/orientation for school administrators to prepare them for administering online courses is identified.

13. A policy for online teacher selection is documented.

14. The monitoring plan for student chat sessions and/or student-to-student interaction is in place.

15. Evaluation of the online courses includes a comparison with traditional in-classroom courses.

Student Support
Criteria

1. A screening process that ensures that online course students have the required level of skills, motivation and commitment to learn online is developed.

2. Teacher and student plans for intervention and student recovery in case of student failure or dropout are in place.

3. A process for providing students with information about online courses (e.g., prerequisites, syllabus, workload, credit, and transferability options) is developed.

4. Access to online teachers, counseling, guidance, and technical support services students may need as a participant in an online course is defined, including the provision of onsite support for pupils taking online courses.

Technical Support
Criteria

1. Technical support is available to the teachers, facilitators and students for online courses.

2. Site facilitators/coordinators are trained and available for supporting online courses.

Technology Infrastructure
Criteria

1. The agency technology plan addresses the delivery of online courses.

2. The appropriate level of technology needed at the site at which students will be taking the online course is available.

3. The delivery method for online course delivery to the student site is defined, the technology is in place, and the online learning resources are available.

4. Teachers have appropriate access to computers, Internet connections, and other resources necessary for teaching a course online.

Accounting
Criteria

1. A system that records and manages student contacts by the teacher or school is in place.

2. The capability of student information systems to capture and manage data for all fiscal and student attendance, grades and online course participation is explained and documented.

<u>Evaluation</u>

Criteria

1. An AB294 Online Classroom Pilot Program evaluation plan is documented. The online program evaluation should measure the effects the local Online Classroom Pilot Program. The evaluation plan should describe evaluation questions, program outcomes, how and when outcomes will be measured, and what data will be collected. The evaluation plan should also consider the effectiveness of policies and processes and stakeholder satisfaction (e.g., students, teachers, administrators, community, parents, politicians, and instructional technology staff). The program evaluation shall address at least the following issues:

    o   To what extent has the Online Classroom Pilot Program provided students access to courses not available to them in the past?

    o   To what extent were program goals and objectives met?

    o   What are good practices that should be included in a quality online course program?

    o   What is the student completion rate for online courses as compared to regular classes?

    o   To what extent is student achievement in online courses greater or less than traditional courses?

    o   To what extent are curriculum goals supported in the online courses?

    o   To what extent is the online instruction aligned with the overall vision for student learning and achievement?

    o   To what extent do the guidelines provided in Education Code Section 51705 support or hinder the delivery of online courses?

Assurances

1. Participants in the AB294 Online Classroom Pilot Program will meet all of the conditions and provisions in Education Code Section 51705 and related Education Code sections.

2. Participating schools will record minutes of pupil participation in online courses complying with Education Code Section 51705.

3. Participants will maintain records to allow the State Controllers Office to conduct a financial audit of online programs operated pursuant to Education Code Section 51705.

4. A school district that provides online classroom programs shall maintain records to verify the time that a pupil spends online and related activities in which a pupil is involved. The school district shall also maintain records verifying the time the instructor was online. Additionally, a school district that offers online course programs pursuant to this section shall maintain records of pupil academic performance in those online classroom programs, including, but not limited to,

course grades and scores on the statewide achievement tests administered pursuant to Article 4 (commencing with Education Code Section 60640) of Chapter 5 of Part 33. Statewide testing results for online pupils shall be reported to the school district in which the pupil is enrolled for regular in-classroom courses.

5. A pupil participating in an online program pursuant to Education Code Section 51705 shall not be credited with more than a total of one day of attendance per calendar day or with more than a total of five days of attendance per calendar week.

6. The governing board of the school district or ROCP has approved all online courses.

7. No students shall take more than two online courses per semester unless the governing board specifically waives this requirement for students who are unable to attend regular courses at a school site.

8. A school district offering an online course may contract with another school district to provide the online course to pupils of the offering school district. Contract terms shall be determined by mutual agreement of the school districts. School districts that provide online courses pursuant to the contract shall contract directly with the school district of the school site offering the online course and shall not enter into direct contracts with the pupils of the offering school district.

9. Testing results shall be reported to the home school district of an online student.

10. Commencing July 1, 2005, the State Controller's Office (SCO) will review the Online Classroom Pilot Programs. These reviews shall include an examination of relevant program and fiscal records from all years of participation in the pilot program. Participants in the Online Classroom Pilot Program shall make information and documents available to the SCO.

11. As a condition of participation in the Online Classroom Pilot Project pursuant to Education Code Section 51705, a school district shall, on an annual basis, submit the online classroom program information to CDE. It is the intent of the Legislature that the costs of maintaining and submitting the required information be borne entirely by the participating school district from funds received pursuant to this section. Participants shall, by July 30th of each year of the program, submit online classroom program information to the CDE specified in this RFA and Education Code Section 51705. Information to be provided includes but is not limited to:

    o Verification of the time that pupils and teachers spend online related to the online courses.

    o Findings of compliance with this section shall be reported to the CDE by the governing board of a school district. Findings should address all compliance requirements including the immediate supervision requirement.

    o Course grades and scores on the statewide achievement tests administered pursuant to Article 4 (commencing with Education Code Section 60640) of

Chapter 5 of Part 33. Report of statewide test results provided to the school district in which the pupil is enrolled for regular in-classroom courses and course grades, etc.

o Measurement of increased access to courses provided by the Online Classroom Pilot Program.

o Identification of good practices that should be included in quality online programs.

o Measurement of student completion rates and student achievement for online courses as compared to traditional classes.

o Summary of the evaluation of the local Online Classroom Pilot Project. This summary shall include narrative describing progress made towards accomplishment of project goals and objectives, an assessment of the alignment of online course programs and curricular goals and the overall vision for student learning and achievement, and suggested changes to Education Code to facilitate the delivery of quality online courses. The evaluation must address the impact, cost effectiveness, and effective practices related to the local Online Classroom Pilot Project.

Contact Information

If you need additional information regarding the AB294 Online Classroom Pilot Program, please contact:

Wayne Shimizu, Education Programs Consultant
California Department of Education
Education Technology Office
1430-N Street, 6th Floor
Phone - (916) 322-5894
Email - wshimizu@cde.ca.gov

Appendix A - Online Classroom Pilot Program Application and Certification

Applicant Name_____

District or ROCP Name and County - District - School (CDS) Code		
Address		
City	Zip Code	E-mail address
District/ROCP Contact	Title	Telephone
School #1 Name and CDS Code		
School #1 Contact	Email address	Telephone
School #2 Name and CDS Code		
School #2 Contact	Email address	Telephone
School #3 Name and CDS Code		
School #3 Contact	Email address	Telephone
School #4 Name and CDS Code		
School #4 Contact	Email address	Telephone
School #5 Name and CDS Code		
School #5 Contact	Email address	Telephone
CERTIFICATION/ASSURANCE SECTION: I hereby certify that all applicable state and federal rules and regulations, eligibility criteria, and program assurances will be observed and met. To the best of my knowledge, the information contained in this application and appendices are correct and complete.		
Printed Name of Superintendent or Designee	Telephone	
Superintendent or Designee Signature	Date	

Appendix B - Description of the Online Classroom Pilot Program Proposal

Applicant Name _____

In five pages or less, describe the proposed AB294 Online Classroom Pilot Program to be implemented. Describe the courses to be offered, technology that will be used, professional development training that will be provided, student and teacher support to be provided, online course policies, the process to track student contacts, accounting procedures to be implemented, technical and personnel support available, and the process to be used to evaluate the program.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix C - Online Classroom Pilot Program Eligibility Certification

By indicating the status for each eligibility category below, the
_____ (*Applicant Name*) certifies that
schools proposed to participate in the AB294 Online Classroom Pilot Program have
addressed the following eligibility criteria.

Eligibility Criteria – Applicants must self-certify their readiness to participate in the
AB294 Online Classroom Pilot Program. Applications with all eligibility sections
indicated as "met" or "will be met prior to the beginning of the program" will be deemed
eligible. The AB294 Online Classroom Pilot Program application must address each of
the following eligibility criteria in the sections below.

Board Support and Approvals

Criteria

1. The governing board has approved the applicant's participation in the AB294
   Online Classroom Pilot Program. Participation in this Online Classroom Pilot
   Program requires that the governing board approve the online course(s)
   offered as part of this program. As part of the approval process, governing
   boards should consider factors such as the alignment of course design and
   content, appropriateness of the subject matter for online delivery, instructional
   strategies and activities, assessment of student achievement, integration of
   technology to facilitate teaching and learning, measurement of course
   effectiveness, staff development to train teachers to successfully teach and
   communicate with students online, technical support needed to support online
   courses, and evaluation of the success of the Online Classroom Pilot Program.

2. If online courses for other than high school courses are to be provided to
   students as part of this program, documentation of a State Board of Education
   (SBE) waiver to teach online courses to pupils in grade levels other that high
   school is required. If appropriate, a SBE waiver will be obtained prior to
   offering online courses for other than high school grade levels.

   ☐ Criteria addressed

   ☐ Criteria will be met prior to the start of the program

Online Courses

Criteria

1. Online course(s) proposed for intended target student groups are described,
   course designs are documented, and goals and objectives are aligned with
   California curriculum frameworks and standards. Online courses are designed
   to take advantage of the unique applications for online delivery.

2. Instructional and learning goals are clearly defined for students and
   assignments are clear and understandable to students and site coordinators.

3. Access to learning resources is available and equal to, or superior to, traditionally delivered course materials.

4. The subject matter content shall be the same for the online course as for the traditional in-classroom course.

5. Interactions between teacher and among students, including the required type and frequency of the contact, are defined.

   ☐ Criteria addressed

   ☐ Criteria will be met prior to the start of the program

Teacher Preparation and Selection

Criteria

1. Teachers have been trained to deliver online content.

2. A process is defined to monitor and verify that the certificated teacher responsible for the online course is online and accessible to the pupil on a daily basis to respond to pupil queries, assign tasks and dispense information.

3. Teacher methods that address student feedback, grading and weighting assignments, and private communication with students, when appropriate, are defined.

4. The criteria for selecting online teachers are documented. The criteria must include, but not limited be to, the teacher concurrently teaches the same course to pupils in a traditional in-classroom setting in the providing school district or did so within the immediately preceding two-year period and the teacher holds the appropriate subject mater credential to teach the online course.

5. The processes and standards by which the online teacher assesses skills are defined.

6. At each participating school site, the ratio of full-time equivalent certificated teachers teaching through online instruction to pupils engaging in that instruction shall be substantially equivalent to the ratio of teachers to pupils in traditional in-classroom study of the same subject matter.

7. Procedures for evaluation teachers are developed.

   ☐ Criteria addressed

   ☐ Criteria will be met prior to the start of the program

Policies and Procedures for Supporting Online Courses

Criteria

1. Policies for maintaining the integrity of course tests are documented. A school district of a school site that offers online classroom programs pursuant to this section shall verify that online pupils take examinations by proctor or that other reliable methods are used to ensure test integrity and that there is a

clear record of pupil work, using the same method of documentation and assessment as in a traditional in-classroom course.

2. Student selection policies and procedures regarding pupil priority and selection for online courses are defined. A pupil shall not be assigned to an online course, unless the pupil voluntarily elects to participate in the online course. The parent or guardian of the pupil shall provide written consent before the pupil may participate in an online course.

3. Policies and procedures for obtaining informed consent from both the parent and pupil regarding course enrollment are established.

4. Processes for documenting student work in online courses are developed.

5. The process for documenting records to verify the time that pupils taking online courses spend online and related activities is developed. Also, the school district shall also maintain records verifying the time the instructor was online.

6. A marketing plan to reach out to target students and to the community is prepared.

7. A process defining how the online class size will be monitored and limited to the average class size for similar courses in high schools of the school district offering the online classroom program is developed.

8. Provisions for meeting Americans with Disabilities Act (ADA) criteria are defined.

9. Procedures to guarantee security of student work are developed.

10. A policy is developed to address equal access for students to computers, Internet connections, and other resources necessary for taking a course online.

11. Quality control measures are in place to identify effective instructional practices.

12. The training/orientation for school administrators to prepare them for administering online courses is identified.

13. A policy for online teacher selection is documented.

14. The monitoring plan for student chat sessions and/or student-to-student interaction is in place.

15. Evaluation of the online courses includes a comparison with traditional in-classroom courses.

☐ Criteria addressed

☐ Criteria will be met prior to the start of the program

Student Support

Criteria

1. A screening process that ensures that online course students have the required level of skills, motivation and commitment to learn online is developed.

2. Teacher and student plans for intervention and support in case of student failure or dropout are in place.

3. A process for providing students with information about online courses (e.g., prerequisites, syllabus, workload, credit, and transferability options) is developed.

4. Access to online teachers, counseling, guidance, and technical support services students may need as a participant in an online course is defined, including the provision of onsite support for pupils taking online courses.

☐ Criteria addressed

☐ Criteria will be met prior to the start of the program

Technical Support

Criteria

1. Technical support is available to the teachers, facilitators and students for online courses.

2. Site facilitators/coordinators are trained and available for supporting online courses.

☐ Criteria addressed

☐ Criteria will be met prior to the start of the program

Technology Infrastructure

Criteria

1. The agency technology plan addresses the delivery of online courses.

2. The appropriate level of technology needed at the site at which students will be taking the online course is available.

3. The delivery method for online course delivery to the student site is defined, the technology is in place, and the online learning resources are available.

4. Teachers have appropriate access to computers, Internet connections, and other resources necessary for teaching a course online.

☐ Criteria addressed

☐ Criteria will be met prior to the start of the program

Accounting

Criteria

1. A system that records and manages student contacts by the teacher or school is in place.

2. The capability of student information systems to capture and manage data for all fiscal and student attendance, grades and online course participation is explained and documented.

☐ Criteria addressed

☐ Criteria will be met prior to the start of the program

Evaluation

Criteria

1. An AB294 Online Classroom Pilot Program evaluation plan is documented. The online program evaluation should measure the effects the local Online Classroom Pilot Program. The evaluation plan should describe evaluation questions, program outcomes, how and when outcomes will be measured, and what data will be collected. The evaluation plan should also consider the effectiveness of policies and processes and stakeholder satisfaction (e.g., students, teachers, administrators, community, parents, politicians, and instructional technology staff). The program evaluation shall address at least the following issues:

   o To what extent has the Online Classroom Pilot Program provided students access to courses not available to them in the past?

   o To what extent were program goals and objectives met?

   o What are good practices that should be included in a quality online program?

   o What is the student completion rate for online courses as compared to regular classes?

   o To what extent is student achievement for online courses greater or less than traditional courses?

   o To what extent are curriculum goals supported in the online courses?

   o To what extent is the online instruction aligned with the overall vision for student learning and achievement?

   o To what extent do the guidelines provided in Education Code Section 51705 support or hinder the delivery of online courses?

☐ Criteria addressed

☐ Criteria will be met prior to the start of the program.